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ABSTRACT

The social studies curriculum for grade 3 in Manitoba, Canada, is presented. The focus of this guide is communities today. Main objectives are to explore: (1) needs, wants, advantages, and disadvantages of people living in communities; (2) ways in which communities depend upon, interact with, and change their environment; and (3) the extent to which people in all geographic locations and in all cultures share common basic needs. The three units are: Our Community; A Manitoba Community; and A Canadian and/or World Community. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. In Unit I, for example, under the topic of community situation, the question is asked, What are the natural features of the area in which the community is situated? To introduce mapping, students discover either by writing a description of a classroom or drawing its plan that maps tell more about places than words. They next learn about map symbols by a game involving their use. Then a map of the community's physical features is planned and instituted, after a walking tour of the community in which features are noted and recorded for use in the map project. The subject is concluded by setting up a display centered around the topic community. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE THREE

COMMUNITIES TODAY

30 014 228

DEPARTMENT OF EDUCATION
PROVINCE OF MANTIOBA
1981
Curriculum Development Branch

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

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Appreciation is extended to the many social studies teachers who provided suggestions and ideas to the working committees during the development of this program. In particular, appreciation is extended to the following teachers, who participated in piloting the grade three program.

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This guide outlines the interim Grade Three social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approach; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE THREE-COMMUNITIES TODAY

GRADE THREE OVERVIEW

The grade three program focuses on communities and their significance in people's lives. Initially students engage in a first-hand examination of their own community. The understandings thus developed are then used as the foundation for comparative studies of another Manitoban community and either another Canadian community or a community in another part of the world.

For the purposes of the grade three program "community" has been interpreted to mean the immediate community within which people interact on a frequent and often face to face basis. This small scale delineation, rather than a larger macro or regional community orientation, has been selected in order to:

- Accommodate the students' levels of development and experience. (Thus the studies are first hand and build on and raise questions about students' everyday experiences.)
- Retain a consistency of scale between the initial first hand community study and the subsequent studies of more distant communities. (This consistency will hopefully facilitate and encourage comparisons among the ways of life in different communities.)

The major purposes of the grade three program are to have children begin to explore:

- The needs and wants that are fulfilled for people by their living in communities and participating in community life.
- The advantages and disadvantages for people of living in communities.
- The ways in which people interact with and depend on one another within communities.
- The ways in which people in communities cooperate and come into conflict.
- The ways, both formal and informal, that people have developed for managing group life (e.g., making and enforcing decisions, mediating conflicting interests, maintaining a reasonable level of cooperation.)
- The different degrees to which communities are self sufficient or dependent on outside sources in providing for the needs of their members, and the implications of these differences for the quality of community life.
- The ways in which communities depend upon, interact with, and change their environments.
- The diverse characteristics of the geographic locations of communities in Manitoba, the rest of Canada, and the world, and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants.
- The cultural diversity of communities in Manitoba, the rest of Canada, and the world, and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants. (Note: Culture is used broadly here and includes such aspects of human experience as beliefs, attitudes, customs, and technology.)
- The extent to which people in all geographic locations and in all cultures share common basic needs.

UNIT I-OUR COMMUNITY

UNIT I OVERVIEW

This unit provides an opportunity for students to begin to develop an understanding of the concept of community, an understanding which will serve as the foundation for subsequent community studies in the balance of grade three and in grade four. By having students engage in a series of in-depth investigations of aspects of life in their own immediate communities it is hoped they will gain insights into the interconnectedness of community life and into the issues that arise when people live and pursue their needs and wants in the same location.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Community Situation

   - What is a community?
   - What are the natural physical features of the area in which the community is situated?
   - What is the community's climate like?
   - How large is the community? (e.g., boundaries, area, population)
   - How is the land used in different parts of the community?
   - Are there other communities or natural and human features which are outside the community but which are important to it? Where are they located?
   - What transportation links exist with these other communities?

2. Community History

   - What was it like here before settlement (or contact)?

     e.g., - environment
     - population
     - land use

   - Why did people settle here?
   - What was the community like during successive stages of development?
   - Are there people, practices, artifacts or other sources in the community which can help in the attempt to understand what life was lik in the community's early stages? What can be learned from these sources?
   - In what ways has the community and life in it changed since the community was established?
   - In what ways has the environment changed since the community was established?

3. Meeting Needs and Wants in the Community

   - How do people meet their needs and wants within the community? For example, how do they meet their needs in areas such as:

     - goods
     - services
     - employment
     - play, recreation, and celebration

   - What needs and wants do people go outside the community to fulfill?
   - As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members. In what areas (e.g., goods, services, employment, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?

4. Cooperation and Conflict in Community Life

   - What are some of the ways in which people cooperate within the community?

- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life?

e.g., - encouraging cooperation
- mediating conflict
- making and enforcing decisions

UNIT I TOPIC OBJECTIVES

Topic 1: Community Situation

Knowledge objectives

The students should be able to:

. point on a map and describe the major physical features in their community.
. describe the climate of their community.
. provide indicators of the size and extent of their community.
. point out on a map and describe the major land uses in their community.
. point out on a map and describe communities and human made natural features which are outside the community's boundaries but which are significant in community life.

Thinking and research skill objectives

The students should be able to:

. collect data about selected aspects of community life through direct observation and other forms of research.
. use media such as maps, graphs, sketches, and writing in order to translate observations and share them.

Attitude and value objectives

The students should be able to:

. provide reasons for viewing particular features of their community as adding to or detracting from the quality of life in the community.

Social participation objectives

The students should be able to:

. plan and carry out actions aimed at increasing awareness of the "Community Situation" information unearthed by the class.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Application of Topics 1 to 4

. The topics indicate some important dimensions of life in any community. It may be necessary to modify the topic outline in light of such realities as the resources in your community and the interests and capabilities of the children you are teaching. Select those aspects of the outline which can be readily pursued by your class in as concrete and first hand a manner as possible. Two points are important here:

a. Every effort should be made to help the students develop an understanding of their community as an interdependent whole.

b. A reasonably consistent outline or model will help students compare life in different communities as they progress through grades three and four.

. Just where are the physical limits of the community to be studied? In some communities, such as a small rural town or a northern settlement this may be self evident. However for schools in urban, suburban, and isolated rural settings establishing boundaries is more difficult. The following comments may help in making this very important decision.

a. The age of the students suggests focusing primarily on that which can be studied directly.

b. The complexity of an urban center would seem to be too great for many children to grasp as an interdependent whole.

c. Some suburban and rural settings are limited in terms of the variety of community functions that are immediately available for study. Strike a balance by defining a community that is manageable in terms of first hand study and yet rich enough in activities and resources to permit a sense of an interconnected whole to emerge. If the community thus defined is without a number of services, this is in a sense an advantage in that the concept of interconnectedness can be seen more clearly through the ways in which people in such situations attempt to meet their needs.

General Introduction to Unit

Note: These activities focus on the question: What is a community?

. Non-human Communities - Observe and identify the various populations in a lawn, desert, pond or seashore community. Discuss the actions of the community and chart a simple interdependence chain depicting the relationships between various organisms.

. School Community - Tour the school to get acquainted with the school population that forms a community. Increase the students' understanding of the ways people cooperate in a school community through discussion, construction of displays, simulations or role plays.

. Ask the students to brainstorm for things they know about the community in which they live. Do not be overly concerned with exactly what area is being considered as the community. List the students' ideas and save them. Tell the students they are now going to see if their ideas are accurate as well as find as much as they can about their community.

Topic I: Community Situation

- What is a community?
- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community? (e.g., boundaries, area, population).
- How is the land used in different parts of the community?
- Are there other communities or natural and human features which are outside the community but which are important to it? Where are they located?
- What transportation links exist with these other communities?

Introduction

Note: The basic strategies in this topic involve first hand observation and communication of observations through such media as maps, graphs and sketches. The following activity can be used for developing the required mapping skills.

. Have students discover if maps tell more about places than words can. Have half of the students write a description of the classroom while the other half draws a plan, both using the same information.

. Symbols - a) To introduce the children to map symbols use the game "School Yard Orienteering." Lay out a course on the school yard by placing a symbol card and a number at each of 6 or more locations or "control stations." Draw a score sheet on which each control station is named and numbered. Leave space on the score sheet for the players to draw the symbol of each control station. Distribute a copy of the score sheet to each player.

(Take one score sheet and mark on it the correct symbol for each station. This is the "master sheet.") All players start at the same time. They may visit the control station in any order. Each player must mark the control station symbol on his or her score sheet before going on to the next station. (A stopwatch may be used for this game.)

SCHOOL YARD ORIENTEERING SCORE SHEET

No.	CONTROL STATION NAME	Symbol	No.	CONTROL STATION NAME	Symbol
1	Baseball, Back Diamond Stop		6	North Exit	
2	Parking Lot		7	Sandbox	
3	War Exit		8	Large Pine Tree	
4	Bench		9	Gateway	
5	East Goal Post		10	Flagpole	

SCORE _____

TIME _____

(Sample Only)

Each player will receive the same score sheet without the symbols in the boxes.

. Have the student make plans or maps of their classroom, school, and school grounds (where necessary provide simple outline maps) on which they use symbols and legends to indicate items such as decks, play areas, trees, etc. See if other students can use the maps to locate an item named by the teacher.

Note: Once the students have a basic idea of maps with respect to the school, begin exploring the community.

Development

. Group development of a map of the community's physical features and land use patterns. Take a walking tour (large or small group - driving if necessary) of the community. Before starting, ask the class to imagine that a stranger in the community is interested in getting some information that will help him find his way around and recognize some of the more notable features, buildings, etc. List their pieces of information and discuss any difficulties they had (e.g., not sure where particular features are or how to describe their location). Then take the tour and have the students observe different features. Prepare a large wall map with the major roads and streets in the community marked in. Have the students suggest where to put the features and buildings that were observed. With the students' help record their homes on the map and label each with the student's name. If possible, go out again, check the accuracy of entries, and search for additional features that can be entered. At this stage the students should have their own outline maps on which to enter observations while they are in the field.

Keep working on this process until a complete map has been developed (e.g., wooded areas, open fields, rivers and streams, housing, farms, businesses, industries). Work out with the class a system of symbols as the map progresses.

. Group development of a map indicating surrounding communities, and human made or natural features as well as external transportation links.

- Present the class with a large outline map of the community situated in its larger region. Ask the class to name and locate surrounding communities, human made and natural features, and transportation routes.
- Before such information is officially placed on the outline map, students might:

    - Talk to parents and other adults in order to find out what outside locations they see as important in community life.
    - Check road maps and see what information they can get from these. (This will require assitance with legends, etc.)

- After all this information has been pooled, an official map showing the community situated in its larger surrounding area can be finalized.
- Students could then make their own copies, and personalize them through entries (short comments and sketches either on the map or appended and using a legend) indicating places that have special meaning for them.

    e.g., - I went swimming here with my family last summer.
    - We visit _____ often.
    - My aunt lives here.

. Investigate the sorts of homes in the community. Before the whole class or small groups of children tour the area (decide beforehand how large an area is manageable) establish some categories that fit the sorts of housing in your area.

e.g., - single family dwellings, duplexes, townhouses, apartment buildings
e.g., - old, new
e.g., - good condition, in need of repair

Use pictures or focus on buildings visible from the school grounds to ensure that students know how to use the categories. Then equip the children with clipboards (piece of plywood or hardboard and elastics) and a piece of paper with the categories on them so that they can keep a tally. Afterwards compile their tallies into a graph and have them discuss their findings.

e.g., - Were the houses, buildings, etc. generally in good repair? What needed fixing?
- What are some advantages and disadvantage of living in _____ (e.g., apartment building, single family house, etc.)

. Have the students make daily weather observations and record these. (e.g., sunny, cloudy, rain and how much, temperature, wind). As the record develops, discuss the general nature of the community's climate (e.g., seasonal differences). Record the children's general climate descriptions.

. Develop a model of the community. On a large table top covered with cardboard, mark in roads, rivers, and so on, and have the students make trees, houses, buildings, etc. in order to show the main physical characteristics and land uses of the community.

. Discuss things students like and dislike about some of the aspects of their community that they have studied thus far. (e.g., good play areas, lack of access to rivers or wooded area). Why do they feel this way? Is this a commonly shared feeling in the class? In what ways does a particular aspect of the community add to or detract from the quality of life in the community? Help students start a list or chart on which they can begin to keep a record of what they perceive to be positive and negative features of their community. This list can then be added to as different aspects of community life are studied.

. Help students plan and carry out an action aimed at increasing awareness in the community of the general knowledge unearthed by the class. This might involve:

    - Reviewing what has been found out about the community's situation and speculating about how much of this is known by peers and adults in the community.
    - Deciding on the form of the information display to be designed. Considerations here include:

        - To whom it will be addressed.

- Where it will be displayed.
- What sorts of information will be portrayed.

Students can then plan, assemble and produce their display, whether it be booklet, posters, murals, maps, etc. or some combination of these and make their presentation(s).

Conclusion

. Begin a display centered around the community using the physical community map, the map of the community situated in its region, the weather observations and the class's climate descriptions.

. Have students begin a booklet in which they can accumulate their observations and findings about their community.

UNIT I TOPIC OBJECTIVES

Topic 2: Community History

Knowledge objectives

The students should be able to:

. describe what the community's location probably was like before settlement or contact.
. describe some changes that have occurred in the local environment as the community has developed.
. explain the main reasons for the community being established in its particular location.
. describe some of the major changes that have occurred in the community and in community life.

Thinking and research skill objectives

The students should be able to:

. obtain information about the early community through a variety of sources and means (e.g., photography maps, museums, longtime community residents.)

Attitude and value objectives

The students should be able to:

. evaluate changes that occurred in the community, its environment and the way of life of its members.

Social participation objectives

The students should be able to:

. plan and carry out an action aimed at encouraging the preservation of some part of the community's past.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Community History

- What was it like here before settlement (or contact)?

e.g., - environment
- population
- land use

- Why did people settle here?
- What was the community like during successive stages of development?
- Are there people, practices, artifacts or other sources in the community which can help in the attempt to understand what life was like in the community's early stages? What can be learned from these sources?
- In what ways has the community and life in it changed since the community was established?
- In what ways has the environment been change since in the community was established?

Note: These activities have been planned to help children visualize and appreciate the types and magnitude of changes that have occurred in their community since it was established. If not intended that this study be turned into a detailed and chronological history of the community.

Introduction

. Take the children outside, ideally to a location from which they can see a large portion of their community, and have them share their guesses about what the area looked like before settlement. They can then translate their ideas into sketches and maps with descriptive comments. Save these predictions for the completing activities.

. Use the students' guesses about the environment prior to settlement or contact as a basis for having them speculate about how people lived and met their needs and wants in the community's early stages. If necessary add structure to their speculations by asking questions such as:

- What sorts of work did the men do? The women?
- Did the children likely attend school? What might it have been like?
- How did people likely meet their need for _____?

Record the students' ideas on a chart and save this chart for the completing activities.

. Point out to the students that they have made a number guesses about the environment and way of life during early stages of their community. Ask them how they could find out the extent to which their guesses are accurate. Record their suggestions and generally assist the class in developing a list of possible sources for carrying out research into the community's past.

Development

. Use available resources in the community to help the students check out their guesses and investigate various aspects of the early community's environment and way of life. For example:

- Analyze old photographs of the area and try to compare what is in the photograph to what is shown on the physical community map developed by the class. If possible visit sites shown in old photographs and do on the spot comparisons.
- Are there any things in the photograph that are still here? (e.g., trees, buildings etc.)
- Where were particular buildings and other features in the photograph located? (Actually pace out and determine locations.)

Students could then translate their observations into then and now sketches and write whatever is necessary to explain the then sketch and the changes that have occurred.

- Have the class make maps of the community as it likely was before settlement or contact and at different stages of development. The end product could be large wall maps that have been compiled through the efforts of groups in the class researching specific areas. For example, different groups, using community residents and other sources, could be given the following tasks
- Find out what buildings were here, where they were located, and what they were used for (with reference to a specific block, street, road, river or lake front, etc.) _____ years ago.
- A variant or extension of the forgoing activity would be to have children build a model of the community at an early stage of development. This could be compared with a model building activity based on the community today that is suggested in topic 3,

Meeting Needs and Wants in the Community.

- Invite visitors to the class who can share memories of the early community and changes that have occurred. Question the visitors in terms of:

    - How the photographs (previous activity) relate to the class map.
    - What the environment and early way of life were like.
    - Why they and others settled in the community.
    - How they feel about changes that have occurred.

- Visit museums, old buildings or any other resource in the community that might provide insights into the community's past.
- Engage groups of students in focused investigations of specific aspects of the early community. For example a group might investigate:

    - The ways in which people met a particular need or want.
    - The history of a particular building, home, or other location.
    - The history of a particular family in the community.

  The information found could be translated into various forms (models, maps, charts, stories, skits, sketches, etc.) and shared with the rest of the class.

. Act out a role for the class in order to enable them to gain insight into a significant event or person in the community's past. For example, you might enter the classroom as:

- The first or an early settler facing hardships in establishing a homestead.
- A native reacting to the presence of settlers.
- An individual troubled by possible changes that might arise from a new technology (e.g., railway, automobiles.)

In each case prepare the students to question the 'guest' they are about to have. Avoid long answers and try to lead students on. It is also important in such an activity to try to project a mood, a feeling akin to what you suspect a person in such a situation might have felt. You in effect become the historical resource, a resource which illuminates the human experience of the incident as well as the facts. After the role activity help students summarize what they have found out and translate it into another form.

e.g., - students role play similar incidents
- depict the incident in drawings, murals, stories, etc.

. Help the students plan and carry out an action aimed at encouraging the preservation of some aspect of the community's past. This might involve having students examine some current issue in the community (e.g., attempts to save an historic site or building, efforts to start a museum, etc.) and deciding, if they agree with the preservation action, how they can help. Alternatively it might involve identifying a new project such as:

- Increasing awareness of the community's past by making a portable display of all the information and products arising from the foregoing study.
- Trying to get a marker or plaque put up to commemorate a person, place or event.
- Collecting and preserving the recollections of long time community residents.

Conclusion

. Help the children summarize, analyze and evaluate their findings on the community's past and changes that have occurred. One approach would be to lead them through the following sequence of questions and activities.

a. Have students complete statements such as:

- If I were walking down ____ (street, river bank, road etc.) on a summer (winter etc.) morning (____ years ago) I would likely see ____.
- If I were a nine year old girl (or boy) living in this community ____ years ago, ____ (direct the sentence stem to focus on such things as play, schooling, chores, etc.)

b. Have the students identify changes made evident by their statements in a (list these on the board). Where possible make these changes more concrete through aids such as photographs, maps the class has made, or graphs (e.g., a series of graphs showing changing population increases or decreases over time.) Then raise the issue of why these changes have occurred. While this is a complex issue, it might be possible to encourage some initial analysis. For example, if it has been noted that children seemed to have more chores in the past, try to lead the students through an analysis of why this might be so. (Technological changes and their impact on family life and specifically on the relative reduction of family production in contrast to family consumption are related issues that were studied in grade two.) Similarly, if significant increases or decreases in such things as population or the number of stores are noted help the children search for causes both inside and outside the community.

c. Have students evaluate the identified changes by considering what they view to be their positive and negative aspects. Stress offering reasons for the points of view put forward.

. Have students make additions to their community booklets.

. Review the students' predictions or guesses about how the community looked before settlement (introductory activity) and see if they want to make any changes.

UNIT I: TOPIC OBJECTIVES

Topic 3: Meeting Needs and Wants in the Community

Knowledge objectives

The students should be able to:

. give examples of ways they and others in the community are interdependent.
. explain how some of their needs and wants are met in the community.
. identify needs and wants that they and others meet by going outside the community.

Thinking and research skill objectives

The students should be able to:

. collect data through direct observation in the community.
. plan and conduct interviews.
. use maps to display data.

Value and attitude objectives

The students should be able to:

. evaluate how the range of needs and wants that are met within the community affect the quality of life of its members.
. consider the positive and negative aspects of the interdependence of community members.

Social participation objectives

The students should be able to:

. plan and carry out an action aimed at increasing opportunities for meeting some specific need or want within the community.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs and wants in areas such as:

    - goods
    - services
    - employment
    - play, recreation, and celebration

- What needs and wants do people go outside the community to fulfill?
- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members? In what areas (e.g., goods, services, employment, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?

Introduction

. Refer to the physical community map. The students now know a good deal about what their community looks like. Ask them why most people live in communities. Why don't people live evenly spread out across the land, as far from each other as possible? Develop a chart in order to save their initial ideas.

Development

. Take the class (or small groups) on a tour of the community. Before leaving tell them they are to observe for different activities - different things they see people doing. Providing each child with a simple clipboard made from plywood with elastics to hold paper in place will permit them to record observations (words, simple drawings) and will also add a certain air of seriousness to the undertaking. Upon returning to the room, pool the children's observations on the board. After the list is completed see if any categories can be found.

e.g., - walking
- riding a bicycle — travelling, transportation
- driving
- cutting grass
- ploughing — working
- shovelling snow
- hanging laundry

Make a chart of these observations. The students could draw some of the activities, group their drawings into the rough categories developed and mount them around the chart.

. Focus on the children's activities. Ask them where they go in the community on their own. Give every child an outline map with the streets marked, have them draw in their homes, and then ask them to mark in the places where they play, go to visit friends, go to buy things (e.g., the local store) etc. Pool these student activities on a large map by drawing in the typical routes for each child from his or her home to common destinations. Some questions for discussion include:

- Which locations are visited most often? Why?
- Which locations are infrequently or never visited?
- Which routes are favoured? Why?

Hopefully the general impression of a network will appear from which it will be apparent that students are very much interconnected members of their community.

. Extend the previous activity by having the children focus on their families' travels and destinations in the community. Have students take an outline map home and, with their parents' help mark in routes and destinations of family members during the previous week. Where a particular trip is made more than once the frequency should be written in. (Trips outside the community will be studied in a later activity). As in the foregoing activity, pool this information by entering it on a large outline map of the community. A colour coding system (e.g., red for three or more trips per week to a given destination, blue for 2, etc.) can be

used to portray frequency. When all the data are entered, discuss:

- Which are some of the more common destinations?
- Why are people going to these places? What needs are they meeting?
- What areas seem little used? Why?

Again, draw the students' attention to the interconnectedness and interdependence implied by this web of routes.

. Using the maps (individual and group) of family routes and destinations, have the class help you make a list of all the destinations their families' commonly visit.

e.g., - different stores, doctors' and dentists' offices, visiting, etc.

Suggest to the class that one way to organize this rather confusing list is to group their families' destinations in terms of whether they were going to:

- buy something (goods)
- get someone's help, advice, etc. (services)
- their jobs (work)
- visit friends, swim, church, etc. (Play and Celebration)

Have the class use the list they generated plus their own knowledge to enter as many items as possible under each heading. Accept and enter all suggestions initially but help the students move toward more general categories (e.g., groceries instead of peanut butter, apples, etc.)

e.g.,	Goods to Buy	Services	Work	Play and Celebration
	groceries clothes	a doctor a dentist	(jobs that parents have within the community)	swimming, soccer, golf, fishing, church, festival

Tell the class that they are now going to explore some of these aspects of their community.

. The stage is now set for a closer examination of how and where people meet their needs in the community. Rather than a detailed description of the great number of activities possible in this section of the unit what is provided are some areas of investigation and general activity guidelines.

Examples of topics for investigation.

a. Goods

- food
- clothing
- hardware
- building supplies
- appliances
- sporting goods
- toys
- cars and trucks

b. Services Public

- energy (gas, electricity, oil)
- water
- police, post office
- health (doctors, dentists, hospitals, clinics)

- roads, sidewalks, street lights
- transportation - buses, airports, train depots
- telephone

Private

- cleaners
- car maintenance (wash, repair)

c. Work

- sales jobs
- manufacuturing jobs
- farming
- fishing

d. Play and Celebration

- recreational areas and facilities
- churches
- theaters

Note: There is obviously overlap here. Children could investigate both a type of work such as baking and the goods - bakery products - at the same time.

Note: The notion of public and private services seems logical on the surface but does present some problems. Ownership as well as the type of service are distinctions you might decide not to raise with your class.

Guidelines and Suggestions for Investigating Categories a) to d)

1. Make each investigation as concrete and hands on as is possible in your situation.

2. Try to have students inventory all the examples of a particular category (e.g., where goods are sold, where services are provided, etc.). This can be displayed by means of large maps using symbols and legends to indicate the type of goods, service, etc.

3. In addition, have students investigate in depth at least one item under each category (e.g., a sporting goods store, a police station, bakery, a church). Such investigations can involve either the whole class or small groups. If it is possible to use small groups, each group can visit a different situation and then organize and display their findings for the rest of the class. This can take the form of:

   - plans of the location with different activities, goods, etc. labelled
   - drawings, sketches, written accounts
   - role playing jobs
   - reporting answers to questions that were asked of people selling goods, providing services, etc.

   Note that a particular visit might well cover both goods that are available and the jobs of people selling or making those goods.

4. Have students prepare for visits beforehand by deciding what they want to find out.

   Possible questions for visiting a work place:
   - how many people work here?
   - what is each worker doing?
   - are they doing separate jobs or working together?
   - what sorts of equipment do they use?

. In order to highlight the interdependence of community members have the students interview their parents or neighbours and ask them what they would do if certain services in the community were suddenly not available.

e.g , - What if there was no oil, gas, electricity?
- What if the clinic or nursing stations were closed?

Have students share the answers they were given.

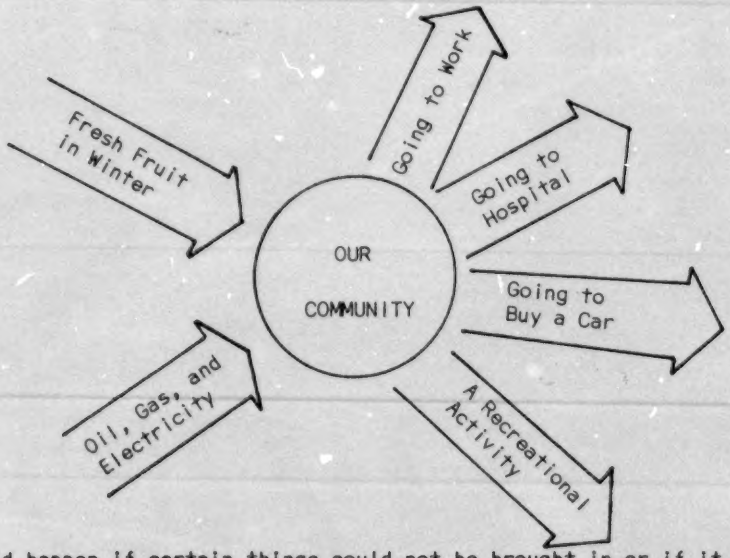
. Communities typically do not provide for all the needs of their members. In order to focus the students' attention on their community's interdependence with other communities:

- Have them, with their parents' help, list typical trips (destination and purpose) their families make outside the community. These can be shared and entered on a map which shows the community situated in its larger area. In addition, make a chart of the sorts of purposes for families or family members going outside the community (e.g., work, school, specialized service or shopping needs, etc.)

- Visit a grocery store and have the manager show the children what items come from outside the community. Have the children help you list as many items as possible that likely have to be brought into their community.

Note: It is not necessary to be exhaustive here. In many communities the list would be very long.

. Pull the above two activities together diagramatically with the children. Put a circle on a large piece of paper, label it Our Community, and then draw arrows entering and leaving the circle. With the children's help, write in (a) some things people go out of the community for and (b) some things that are brought into the community.



Discuss what would happen if certain things could not be brought in or if it was not possible to go out for certain things. Consider the following questions.

- Would it be possible to meet some of these needs and wants by making and growing things and providing services within the community? Why or why not?
- Were some of these needs and wants met by growing and making things within the community in the past? How was this done? Why has this changed?
- Would it be desirable to have some of these needs and wants met through production or other efforts within the community? Why or why not?
- Do you think it will be possible to meet more or fewer needs and wants within the community in the future? Why? What specific changes might occur? (Consider factors such as current population trends, the impact of nearby communities, the impact of transportation links and energy costs, changing technologies in farming and other areas such as communications and micro-computers).

- How is the quality of community life affected by increases and decreases in community self sufficiency?

. Help the students identify a need or want that it is difficult to fulfill in the community and that is important to them. For examples, the students might identify such things as:

- Inadequate facilities for sports and recreation.
- Inadequate wild or unimproved areas to play in.
- No movie theatre.
- No place to buy _____.

Once a need or want has been identified, have the students research their concerns (collect data to document their views) and consider possible actions. For example, they might:

- Focus in on a priority facility for recreation (e.g., goal posts on a soccer field, bicycle paths, baseball diamond and backstop), identify locations, survey the opinions of peers and others and present plans to the appropriate adults.
- See if a club or association can be formed to bring movies to the community during the winter on a weekly basis.
- See if an existing merchant will stock desired items.
- Try to increase public awareness about the immanent loss of a given service and see if anything can be done to prevent its disappearance.

Conclusion

. Have the children pool their ideas about their community by making a large mural. It could be on themes such as the most important things in our community (with the children deciding what these are) or my favorite thing about our community.

. Have students make appropriate entries in their community booklets.

. Refer back to the chart on why people live in communities that was developed in the introductory activity and see if the students want to make any changes in it. If specific additions, deletions or other alterations are proposed, ask for reasons.

UNIT I TOPIC OBJECTIVES

Topic 4: Cooperation and Conflict in Community Life

Knowledge objectives

The students should be able to:

. give examples of cooperation in their community.
. give examples of conflicts in their community.
. describe how conflicts are mediated and decisions are made in their community.

Thinking and research skill objectives

The students should be able to:

. defend selected problem solutions with a supporting rationale.

Value and attitude objectives

The students should be able to:

. consider the benefits of cooperation in community life.
. consider the negative and positive aspects of conflict in community life.

Social participation objectives

The students should be able to:

. plan and carry out an action aimed at enhancing cooperation or constructively resolving conflict in community life.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: Cooperation and Conflict in Community Life

- What are some of the ways in which people cooperate within the community?
- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life?

e.g., - encouraging cooperation
- mediating conflict
- making and enforcing decisions

Introduction

. Have the students observe in and around the school in order to find examples of both cooperation and conflict.

Cooperation

e.g., - children sharing
- games on playground

Conflict

e.g., - children arguing over turns on equipment

List the children's observations on the board.

Discuss:

- How the children feel about cooperation and conflict.
- Why they cooperate.
- Why they get into conflicts.
- Whether or not some of the conflicts they get into turn out to have some positive results.

. Have the children speculate about the ways in which people cooperate and the sorts of conflicts that arise in their community. Make a list of their ideas and save it for the completing activities.

Cooperation

e.g., - parents working together to organize a soccer club

Conflict

e.g., - different uses for a community centre
- neighbours in dispute over such things as dogs barking, noise late at night, etc.

Development

. Have the children ask their parents about ways in which they cooperate with others in the community and about examples of conflicts that they are aware of.

. Compile the children's lists into a cooperation and conflict chart.

Cooperation

e.g., - helped neighbour build a fence
- worked with neighbours to get a crosswalk on our street

Conflict

e.g., - neighbours quarreling over _____
- people disagreeing about whether or not a convenience store or a fast food outlet should be built in the neighbourhood

Discuss through such questions as:

- Why do people in the community cooperate?
- What benefits are there in such cooperation?
- Why do you think people get into conflict?
- How do you think this conflict (referring to particular examples on the chart) could be solved?
- Are there some conflicts here in which the people do not end up agreeing or cooperating with each other?

. Present the children with a series of typical community conflicts and some possible courses of action the people involved could take.

e.g., - barking dog conflict
- The neighbour can:

- let the dog loose and hope it gets lost or is picked up by the dog catcher
- talk to the neighbour
- phone the police

Ask the students:

- Which action would you choose? Why?
- Which is most likely to solve the problem? Why?
- Which actions are likely to increase or intensify the conflict? Why?
- Do you think some of the actions are wrong? Why?
- Are some of the actions likely to get you in trouble with the police? (illegal).

. Have the children role play some of the simpler conflicts studied. See if they can act out a solution to the conflict.

. Have a police officer visit the class and talk about how he or she deals with conflict. Perhaps the officer can give an opinion about the conflict situations discussed by the students in the previous activity.

. If possible invite a local government official (e.g., municipal councillor, band councillor, etc.) to talk to the class about his or her job, some examples of cooperation in the community, some of the different and conflicting things that people in the community want and how decisions are made in the community.

. Have the students visit the locations where local government functions, and, if possible, briefly observe a meeting of elected representatives. Ideally such a visit should be planned to coincide with the handling of a community issue or conflict that the children have examined or that they at least can identify with. Help them summarize what they have seen and reconstruct the arguments or positions put forward. They could then decide what their position is on the issue and develop a poster which supports their views.

. Help the students plan and carry out an action aimed at enhancing cooperation or constructively resolving conflict in their community. The possibilities here are varied. For example,

students might:

- Identify things they could do to help others in the community and do them. (e.g., cleaning a public area, cleaning up the yards of people unable to do it for themselves, assist members of a volunteer or charitable organization in their efforts to help others.)
- Identify a needed facility on the school playground or in a local park and try to get community adults to help them develop it.

Conclusion

. See if the students can add to the cooperation and conflict chart developed in the introductory activity.

. Have the children make a mural that depicts different types of cooperation in their community.

. Have the children make appropriate entries in their community booklets.

Unit Conclusion

. Review the list of things they knew about their community (General Introductory Activities) and make additions to it.

. Have the students make a composite display of all their findings arising out of topics one through four and invite others from the school and community to an open house to view it. The various maps, models, charts, and artwork developed throughout the unit can be used and students can act as guides and interpreters.

UNIT II-A MANITOBAN COMMUNITY

AND

UNIT III-A CANADIAN AND/OR WORLD COMMUNITY

UNIT II AND UNIT III OVERVIEW

Units II and III provide students with an opportunity to study communities with cultural traditions and geographical situations that are distinctly different from those that exist in their own communities. Similarity of basic needs and diversity in the ways people meet their needs in different situations are major themes. By constantly comparing the communities being studied with what they found out about their own community in Unit I, students will begin to develop a perspective on their own way of life as being one among many human responses to the challenge of meeting basic needs.

The communities selected for Units II and III are approached with the same topical outline in mind as was used in Unit I. Whether this is done by sequentially going through Topic 1-4 or by simply approaching a community in a manner suggested by the available resources and then referring back to the outline and the children's own community when points of comparison arise, is really a matter of preference. Whether the outline is used in the former explicit manner or in the latter implicit way, comparisons should constantly be made between the community under study and the children's community. The topics and focusing questions are intended as the vehicle for this comparison.

Note: Selection of Communities

Selection of communities in addition to being influenced by the availability of suitable materials, should be made with the primary goals of Units II and III in mind. The major purpose of these units is to engage children in comparative studies in which they use the knowledge obtained about their own communities in Unit I as a basis for understanding:

- The very great similarity among people, especially with respect to their basic needs.
- The diversity in approaches to meeting needs among people with different cultural backgrounds.
- The diversity in approaches to meeting needs among peoples in significantly different physical environments.

The latter two points, diversity arising out of cultural tradition and adaptation to physical environment, are especially important for community selection. Each community selected should have at least one of these sources of diversity, and between both selections (i.e., Unit II, A Manitoban Community, and Unit III, A Canadian and/or World Community) both sources of diversity should be covered. For example, if your community is urban then a rural community will provide the diversity in environment (or vice versa). However, a Hutterian Community, a Native Community or an Inuit Community could provide both environmental as well as cultural diversity. The choice of a Canadian or World Community should also emphasize an environmental and/or a cultural diversity when compared to your own community.

By way of summary, some factors to consider in selecting communities include:

a. Cultural traditions

- Are these distinct enough and still intact to the extent that they will be reflected in community life?
- Is there a diversity in cultural traditions reflected when compared to your own community?

b. Physical environment

- Is there a diversity in the physical environment (landforms, climate, vegetation, etc.) reflected when compared to your own community?

Maximizing the Comparative Dimension of the Studies

a. Use the topical outline with modifications as necessitated by the resources available to you.

b. At all times refer back to what the children found out about their own communities in Unit I. (Many of the maps, charts, graphs, etc. produced during Unit I should be helpful here.)

UNIT II AND UNIT III TOPICS AND FOCUSING QUESTIONS

1. Community Situation

- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community?

  e.g., - boundaries
  - area
  - population

- How is land used in different parts of the community?
- Are there other communities or natural and human made features which are outside the community but which are important to it? Where are they located?
- What transportation l'nks exist with these other communities?
- In what ways is the community's situation similar to and different from the situation of our own and other communities we have studied?

2. Community History

- How can we find out about the community?
- What was it like there before settlement (or contact)?

  e.g., - environment
  - population
  - land use

- Why did people settle there?
- What was the community like during successive stages of development?
- In what ways has the community and life in it changed since the community was established?
- In what ways has the environment been changed since the community was established?

3. Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs, and wants in areas such as:

  - goods
  - services
  - employment
  - play, recreation, and celebration

- What needs and wants do people go outside the community to fulfill?

- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members? In what areas (e.g., goods, services, employment, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?
- In what ways is community life similar to and different from life in our own community and other communities we have studied? What similarities and differences are there with regard to:

    - What people see as important needs and wants?
    - How people go about meeting their needs and wants?
    - The degree of community self sufficiency in meeting its members' needs and wants?

- What are some of the reasons for the existence of differences in defining and meeting needs and wants?

4. Cooperation and Conflict in Community Life

- What are some of the ways in which people cooperate within the community?
- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life?

  e.g., - encouraging cooperation
  - mediating conflict
  - making and enforcing decisions

- What differences and similarities are there between how people manage their community life and how it is managed in our community and other communities we have studied?

UNIT II AND UNIT III TOPIC OBJECTIVES

Note: For these units the objectives for the topics have been combined. If necessary, refer back to Unit I for specific objectives under each topic.

Topic 1: Community Situation
Topic 2: Community History
Topic 3: Meeting Needs and Wants in the Community
Topic 4: Cooperation and Conflict in Community Life

Knowledge objectives

The students should be able to:

. describe some significant aspects of the physical situation of the community being studied.
. describe some of the important aspects of what the communities being studied were like in the past.
. describe and give examples of how people in the communities being studied perceive and attempt to meet their needs and wants.
. give examples of how the physical environments of the community being studied affect how people perceive and attempt to fulfill their needs and wants.
. give examples of needs and wants which are not met within the communities being studied. (self-sufficiency)
. describe aspects of how the communities being studied have changed and, where this is the case, managed to maintain a state of balance or equilibrium with this environment.
. describe some important ways which people in the community being studied have developed for managing conflict, encouraging cooperation, and making and enforcing decisions.
. give examples of similarities and differences between communities with regard to:

- The communities' physical situations.
- How people perceive and attempt to meet their needs and wants.
- How perceptions of and ways of meeting needs and wants are affected by the physical environment.
- The abilities of communities to meet the needs and wants of their members.
- The communities' levels of development.
- How communities alter and/or coexist with their environment.
- How cooperation is encouraged, conflict managed and decisions made and enforced.

Thinking and research objectives

Note: The skill objectives for Units II and III will depend to a large extent upon the resources available and the sorts of activities that are possible. In general the sorts of skills that will likely be important include the following:

The students should be able to:

. compare and contrast communities in terms of some of the dimensions noted in the knowledge objectives.
. translate data about communities being studied into maps, charts, art work, dramatic activities, models, and written accounts.

Attitude and value objectives

Note: Specific attitude and value objectives will depend upon materials and possible activities. In a general sense,however, the community studies in Units II and Unit III should be directed to the following:

The students should be able to:

. share and assess their views on different perceptions of needs and wants and the different ways in which these needs and wants are met.
. develop a tolerant attitude toward differences in culture, i.e., differences represented in how needs and wants are perceived and met.
. view differences among people's cultures as a variety of ways of fulfilling needs and wants.
. view their own way of life as one among many possible alternatives.
. indicate empathy for the problems faced by people in some communities as they attempt to meet their needs.

Social participation objectives

Note: The social participation objectives for these units will depend to a large extent on the resources available and the sorts of issues brought to the fore. Students might be expected to plan and carry out actions aimed at increasing awareness of practices or perceptions in another community which they feel would be beneficial in their own community or they might want to try to help out through some indirect means with a problem in another community.

UNIT II AND UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Community Situation

Topic 2: Community History

Topic 3: Meeting Needs and Wants in the Community

Topic 4: Cooperation and Conflict in Community Life

Note: The activities and strategies that will be chosen for engaging children in the study of other communities in Units II and Unit III will in large part be determined by the resources available. A number of the activities suggested in Unit I should be applicable with some adaptation. The suggested teaching strategies and learning activities are presented as a brief set of general activity guidelines. It is intended that these be used in conjunction with the topics and focusing questions provided in the unit topics.

Introduction

. Try to introduce the study of a community through the use of an attention getting and, ideally, a problem posing activity. For example:

- The teacher could enter the room in the role of a member of the community who has a problem typical of that community. Students could question the "visitor" finding out as much as they can, and suggest solutions to his or her problem.
- Design a simple decision game or simulation in which the class has to make decisions commonly made in the community. They can assess the quality of their decisions in light of their knowledge of the actual community later in the study.
- Present pictures of situations, artifacts and activities in the community and have students hypothesize about what they see. They can check these hypotheses later in the study.
- Show a short film or films strip about the community but cut out the narration. Have students observe and make predictions about community life. They can check these later in their study either from other sources or by seeing the film or film strip with narration.
- Have students sample typical foods from the community and make predictions about the climate, the agriculture, the community itself, based on the sample foods. These predictions can be checked later in the study.

Development

. Find as wide a variety of ways as possible for students to aquire data about the communities they are studying. For example, have them use:

- A range of printed sources, such as texts, newspapers and magazines, stories and novels, tourist or travel information (can be cnecked for obvious distortions).
- Films, film strips, pictures.
- People in your community who have lived in the community being studied or in communities with similar cultural environmental and developmental situations and have them visit the classroom. They could assist in:
  - answering questions
  - demonstrating and sharing customs, holiday practices, foods skills, etc.
  - verifying or offering an opinion about the sources of information the students are using.
- First hand experiences in the form of visits or exchange visits. In the case of exchange visits, children could display their respective findings about their own communities for each other and give conducted tours of their communities. Such visits, exchange or otherwise, should be carefully planned and preceded by considerable preliminary study.
- An exchange of information with a class in the community being studied. Children could develop their findings on their own communities intc kits or packages, likely a worthwhile task in itself. They might also as part of this exchange write stories or travel brochures explaining various aspects of the community.

. Have students translate their data into a wide variety of forms. For example, in order to make their study as concrete as is possible in examining distant communities, have them recreate various dimensions of life in the communities being studied. This can be done through such means as:

- Art work which depicts impressions of activities in the community.
- Role playing (e.g., being a logger or farmer).

- Maps, graphs, etc. which can be compared with similar items from Unit I.
- Building a model of the community or some aspects of it. (e.g., means of transportation in a northern Native community.)
- Special events in which some aspect of the community's life (e.g., foods, celebrations, games) are tried and possibly shared with others - parents, other classes. Children could involve as many props as possible (e.g., painted scenes as backgrounds, hats and other clothing typical of certain jobs in the community).

Conclusion

Find ways for students to:

- Summarize what they have found out.
- Assess any initial ideas or predictions arising out of the introductory activities.
- Identify and formalize any conclusions or insights, especially those dealing with comparisons between their own and other communities.